DOCUMENT RESUME

ED 048 622 CG 400 040

AUTHOR	Kersch, Susan F.
TITLE	Counselors and Personnel Workers: Behavior, Techniques, and Education. Information Analysis Report.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Dec 70
CONTRACT	OEC-3-6-002487-1579-(010)
NOTE	70p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Counseling Goals, Counseling Theories, Counselor Attitudes, Counselor Certification, *Counselor Characteristics, Counselor Educators, Counselor Functions, Counselor Performance, *Counselor Role, *Counselors, Counselor Selection, *Counselor Training, Literature Reviews, Professional Personnel, *Research Reviews (Publications)

ABSTRACT

This analysis of ERIC/CAPS documents focuses on counselors and personnel workers and the training, role and behavior of same. Documents input into "Research in Education," as well as articles announced in "Current Index to Journals in Education" and material appearing in "Dissertation Abstracts" from January, 1970 through June 1970 are analyzed in terms of significant trends and significant studies. An analysis and review of major developments along with implications and applications for action is also given. (Author)

ED0 48622

INFORMATION ANALYSIS FOR

Counselors and Personnel Workers: Behavior, Techniques, and Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

C G 400 640

ERIC
Counseling and Personnel Services Information Center

Information Analysis Report

for

COUNSELORS AND PERSONNEL WORKERS: BEHAVIOR, TECHNIQUES, AND EDUCATION

Susan F. Kersch

- Trend Analysis
- Significant Documents
- Analysis and Review of Major Developments
- Implications and Applications

Research Draft - Not For General Distribution

CG 400 040

December 1970

ERIC
Counseling and Personnel Services Information Center
University of Michigan
611 Church Street
Ann Arbor, Michigan 48104

TABLE OF CONTENTS

		Page
Summary		
Area I.	Counselor Role	5
Area II.	In-Service Training	16
Area III.	Role of Personnel Workers	21
Area IV.	Counselor Education (Didactic)	30
Area V.	Training and Role of Support Personnel	35
Area VI.	Counseling Techniques	38
Area VII.	Counseling	45
Area VIII.	Counseling Behavior and Characteristics	50
Area IX.	Counselor Education (Supervisory)	57
Area X.	Counselor Education (Procedure)	61

This report was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

SUMMARY

Population: Number of Documents

Counselors - Total- 417

Areas:

1.	Inservice Training	10
2.	Counselor Role	85
3.	Role of Personnel Workers (excluding counselors)	45
4.	Counselor Education (didactic)	21
5.	Counselor Education (supervisory)	21
6.	Counselor Education (procedures)	18
7.	Theoretical Backgrounds	15
8.	Training and Role of Support Personnel	13
9.	Counseling Techniques	79
10.	Counseling Goals	29
11.	Counselor Behavior and Characteristics	83

Types of Documents:

		Number
A.	Position Paper, Theoretical Statement, Model	69
B.	Research Report	207
C.	Review Paper	89
D.	Program Description	41
E.	Guideline, Handbook, Manual	4
F.	Conference Report	3
G.	Bibliography	2
H.	Other	2

Population:

General*	Total- 25
Areas:	
1. Sensitivity Training and Group Process (general issues)	18
2. Mental Health Issues	7

Types of Documents:

A. Position Paper, Theoretical Statement, Model	1
B. Research Report	9
C. Review Paper	6
D. Program Description	8
E. Guideline, Handbook, Manual	1

* The documents under sensitivity training and group process deal with general issues, procedures and ideas. For that reason they have not been classified under a specific personnel group.
The same is the case with documents listed under mental health issues.

AREA: Counselor Role

Concerned with such areas as counselor certification, professionalization, professional issues, confidentiality, counselor functions, counselor performance and legal responsibilities.

I. Number of Documents: 85

A. Position Paper, Theoretical Statement or Model - 26

B. Research Paper - 25

C. Review Paper - 27

D. Program Description - 1

E. Guideline, Handbook, Manual - 3

F. Conference Report - 2

G. Bibliography - 1

II. Objective Description of Documents:

Documents on counselor role can be divided into 14 distinct categories:

A. Employment (6) - These documents describe school counselors' experiences while working as employment counselors, as well as employment counselor's and student's perceptions of employment counseling.

B. Family Life Education (2) - These documents discuss the implications and opportunities for counselors in the area of family life education.

C. Rehabilitation (4) - These documents present the role and function of the rehabilitation counselor. The goals of rehabilitation are also presented as well as characteristics and job descriptions of rehabilitation counselors.

D. Legal Aspects (6) - These documents look at the protection of student rights in regards to longitudinal research studies and school records. Privileged communication and confidentiality and the need for such by counselors and counselees is also discussed. The legal aspects of these policies are also discussed.

E. Current Societal Issues (6) - These documents investigate and discuss the role the counselor can and/or should take in regards to current society trends and issues such as desegregation, civil liberties and student demonstrations.

F. Performance (6) - These documents look at and investigate the actual functions performed by school counselors. The performance level of counselors in regards to specific functions is also assessed.

G. Professionalization and Professional Issues (13) - These documents look at professionalization and professional organizations. Standards for professional behavior, utilizing commitment and organization are considered. Professional organizations are considered in terms of their structure, emphasis and membership.

H. Certification (2) - These documents summarize certification requirements for school counselors and investigate certified personnel's opinions regarding certification requirements.

I. Junior Colleges (3) - These documents look at the role of and specific functions performed by junior college counselors.

J. Secondary (7) - These documents are concerned primarily with an investigation of the role and functions of secondary school counselors. Role conflict expectations and differences are also explored.

K. Black (5) - [all these come from the special May 1970 Personnel and Guidance Journal of "What Guidance for Blacks?"] These documents discuss

the role of the counselor with regards to Black students in terms of their needs. Blacks' perceptions of counselors and their roles are also discussed.

L. Elementary (15) - These documents discuss and investigate the role and function of the elementary school counselor and specific aspects of an elementary school guidance program. The impact and emphasis of elementary school counselors and programs is discussed. The status of such programs and role models for programs and counselors are also investigated.

M. Miscellaneous (5) - These documents cannot be "neatly" slipped into any of the above 12 categories. They look at such things as the image of the counselor, the counselor's role in action research and use of systems technology.

III. Significant Documents:

ED 040 446 Cottingham, Harold F. (Ed.). ELEMENTARY SCHOOL GUIDANCE. CONCEPTUAL BEGINNINGS AND INITIAL APPROACHES. AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION REPRINT SERIES/ONE. Washington, D.C.: American Personnel and Guidance Association, 1970. $3.00 per copy. 145 p.

The papers which comprise this book are directly related to the conceptualization of elementary guidance and were all written between 1958 and 1968. The wide range of topics deals with the following: (1) prevention of difficulties through elementary school guidance; (2) contemporary societal pressures on elementary school children and the role of counselors; (3) the nature, purpose, objectives, scope of, and need for, elementary guidance services; (4) the realities confronting elementary guidance; (5) suggested principles and foundations; (6) historical and prospective elementary guidance models; and (7) research voids in elementary school

guidance. The book concludes with a brief look at some future concerns facing the elementary guidance movement, and specified three areas: (1) underlying assumptions and conditions; (2) personnel and procedures; and (3) programming for elementary guidance activities.

This monograph provides an excellent overall view of the field of elementary counseling.

ED 040 439 Muthard, John E.; And Others. THE PROFESSION, FUNCTIONS, ROLES, AND PRACTICES OF THE REHABILITATION COUNSELOR. Gainesville: Regional Rehabilitation Research Institute, Florida University, Sep 1969. MF-$0.65 HC-$6.58 118 p.

Four investigations of the rehabilitation counselor were presented to and discussed by representatives of universities, professional associations, and public and private rehabilitation agencies. Four major aspects of the counselor's professional development and practice were covered in these studies: (1) his perceived role and function within public and private rehabilitation agencies; (2) a series of investigations based on a multivariate system model of the state agency counselor providing clients services; (3) a pilot study testing methods of relating counselor effectiveness to his university training; and (4) two sociological studies of rehabilitation counseling as a profession with emphasis on career patterns of graduate students in the field and movement of individuals into the field as a second career. Comments by a qualified discussant follow each presentation. Also recorded are written and oral group reactions with respect to: (1) implications of each study for counselor practice; (2) implications of each study for counselor training; (3) suggestions for further research; and (4) other applications of the presented data.

This document gives a most thorough analysis of many dimensions of the rehabilitation counselor and rehabilitation counseling.

IV. [illegible]:

ED 037 743 Blasco, Frank. A ROLE MODEL FOR THE ELEMENTARY SCHOOL COUNSELOR IN THE SEVENTIES. Tallahassee: Department of Counselor Education, Florida State University, 21 Nov 1969. MF-$0.65 HC-$3.29 32p.

This paper presents a role model for the elementary school counselor. For purposes of this role model, elementary school guidance is viewed as both a concept (philosophy) and as a process (implementation). The process is the action or the implementation by which the concept or philosophy is realized. The aspect of the process which deals with services is predominantly the responsibility of the elementary school counselor.

Dudley, Gerald; Ruff, Eldon E. SCHOOL COUNSELOR CERTIFICATION: A STUDY OF CURRENT REQUIREMENTS. School Counselor, 1970, 17(4), 304-311.

Summary of information relating to certification of School Counselors in the 50 states and District of Columbia. Tables presented.

Ehrle, Raymond A. INSTITUTIONAL CHANGE AND INDIVIDUAL CHANGE: INNOVATION AND COUNSELING. Counseling Psychologist, 1969, 1(3), 74-75.

Views counselor's role as aiding persons to change so they may become viable in system which is, itself, changing.

ED 035 044 Gum, Moy F. THE ELEMENTARY SCHOOL GUIDANCE COUNSELOR: A DEVELOPMENTAL MODEL. Saint Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1969. MF-$0.65 HC-$3.29 52p.

The position taken is that elementary schools need a guidance program and an elementary school guidance counselor who is a regular member of a given school staff. However, it is advocated that elementary guidance should not be merely an extension of the secondary guidance program. The viewpoint taken here is that elementary guidance should be developmentally focused rather than remedial, and that great emphasis should be placed on working with parents and teachers as well as students.

Kehas, Chris D.; Morse, Jane M. PERCEPTIONS IN ROLE CHANGE FROM TEACHER TO COUNSELOR. Counselor Education and Supervision, 1970, 9(4), 248-258.

Having previously been a teacher is dysfunctional in: (1) giving rise to ambivalence; (2) demanding change in perspective toward student, school system, and teacher; and (3) causing conflict by change in compliance system used with students, and functional in working on student teacher problems. Dysfunctional aspects outweighed functional aspects and inhibited positive identification with, and impeded adjustment to, the new role.

ED 038 685 Lee, Glenda E.; And Others. A SURVEY OF STUDENT AND COUNSELOR PERCEPTIONS OF THE EMPHASIS PLACED ON SPECIFIC COUNSELOR FUNCTIONS IN MICHIGAN COMMUNITY COLLEGES. Lansing: Michigan State Department of Education, Jun 1969. MF-$0.65 HC-$3.29 30 p.

The objectives of this study were to obtain responses from students and counselors (in Michigan community colleges) to the following questions: (1) which functions do counselors feel receive enough or too much emphasis; (2) which functions do students feel receive enough or too much emphasis?; (3) which functions do counselors feel need more emphasis? (4) which functions do students feel need more emphasis: (5) which functions listed do counselors feel are not counselor functions?; and (6) which functions listed do students feel are not emphasized at all?

ED 035 008 Lister, James L. SCHOOL COUNSELING: FOR BETTER OR FOR WORSE? Gainesville: Florida University, [1969]. MF-$0.65 HC-$3.29 15 p.

As the profession of school counseling has developed during the recent years, it has become widely accepted that a primary function of the school counselor is the facilitation and enrichment of the personal development of the students with whom he works. Facilitative conditions are discussed relative to the research in this area. Models of counselor client functioning are discussed.

Marsh, John J.; Kinnick, Bernard C. LET'S CLOSE THE CONFIDENTIALITY GAP. Personnel and Guidance Journal, 1970, 48(5), 362-365.

An examination of the interface between the law of privileged communication and the professional standards of confidentiality reveals a gap between what the law is and what counseling and guidance personnel believe it is. The nature of the law is discussed, and evidence of disagreement with, and misunderstanding of the law by counselors is presented.

Pardue, Jerry; And Others. LIMITING CONFIDENTIAL INFORMATION IN COUNSELING. Personnel and Guidance Journal, 1970, 49(1), 14-20

With expressed needs for privileged communication in education continuing to manifest themselves through the consideration and passage of legislation, this article reconsiders prevailing legal and ethical limits to confidentiality, with particular reference to the APGA Ethical Standards of 1961.

Russell, R. D. BLACK PERCEPTIONS OF GUIDANCE. Personnel and Guidance Journal, May 1970, 48(9), 721-728.

The demand that administrators employ more black counselors reveals grievances against guidance that have deeper roots than just current social revolution. This article examines the black student's view of guidance in order that counselors might develop a role for the profession that will serve this student more effectively.

ED 035 924 Smith, Paul M, Jr. THE ROLE OF THE GUIDANCE COUNSELOR IN THE DESEGREGATION PROCESS. New York: Teachers College, Columbia University, Nov 1969. MF-$0.65 HC-$3.29 11 p.

The part played by guidance counselors in assisting in the desegregation process has been rather obscure. In order to understand the arena in

which guidance specialists have been operating, three kinds of concerns are reviewed. First of all, the background and practices that surround the desegregation notion are presented. The counselor image is not generally that of an aide to black students. Guidance counselors cannot guide what they have rejected and do not know, and they cannot direct where they have not been. The second factor is training. Much needs to be changed in counselor education to make counselors more responsive to "black" needs. Thirdly, black and white counselors must be able to work together.

ED 036 846 Tyler, Leona E. HUMANITARIAN WORK OF THE COUNSELOR. Eugene: Oregon University, Mar 1969. MF-$0.65 HC-$3.29 7p.

The counselor's dedication to human betterment makes him vulnerable to the influence of prevelant ideas about what the world needs, and therefore there are marked shifts from time to time in what counselors think they should be doing. In present times the dominant emphasis is on social reform and counselors are asking themselves whether their efforts ought to be directed toward changing social institutions and environments instead of toward helping individual clients.

Van Hoose, William H. CONFLICTS IN COUNSELOR PREPARATION AND PROFESSIONAL PRACTICE: AN ANALYSIS. Counselor Education and Supervision, Summer 1970, 9(4), 241-247.

Too often when the counselor takes a job in a school, he is unable to establish and maintain his helping position. Some possible reasons for this condition include: (1) lack of a systematic approach; (2) regression to attitudes and concerns held prior to entering the profession; (3) conflict between needs of students and institutional demands; and (4) the tendency to set unattainable goals.

ED 059 538 Marthen, Mary Ann; Carson, W. E. THE COUNSELOR'S ROLE: A COOPERATIVE EXPLORATION. Atlanta: Supplementary Education Center, Metropolitan Atlanta Region, Georgia, [1969]. MF-$0.65 HC-$3.29

The basic format of the conference incorporated orientation to student needs and to the proper utilization of professional talent, visual simulations of counselor roles, and exercise in group consensus, and a reaction panel.

Washington, Bennetta B. PERCEPTIONS AND POSSIBILITIES. Personnel and Guidance Journal, May 1970, 48(9), 757-761.

Not only do black students need assistance in solving problems, but so do school personnel with whom they come in daily contact. Counselors must realize how influential they are in helping youth form images and attitudes. Students need help in channeling energies toward constructive ends and in developing positive outlooks about life.

V. Trend Analysis:

In this area it is difficult to speak of specific trends. Much has been written, is being written and will continue to be written about the "Role of the Counselor." For this reason the numbers of documents in the 12 defined categories do not have a direct bearing on the emergence of trends. The category role of the Elementary School Counselor is noteworthy as it contains the largest number of documents. However, six of the documents are articles from the Elementary School Guidance Counseling Journal so the larger number of documents appears to reflect a continued interest in the area rather than a developing trend. We can, however, view two possibly three areas as possible emerging trends. The first is Legal Aspects. This is thought to be a possible trend as the documents

included within it are quite parallel in regards to emphasis and concerns and although only six documents are included they deal with a very real and current concern which is echoed elsewhere in this and other areas. The same is the case for the next category called, for lack of a better description, Current Societal Issues. These documents point to an emerging interest and involvement of counselors in the problems of, as well as the problems created by today's society. The need for looking at the role of the counselor in terms of new demands, issues, options and ideas is stressed and appears to demand action and investigation sufficient for it to develop into a trend worthy of note.

The third area is blacks but this is as much a reflection of current societal concerns and militancy as it is of counselors' interests and thus it does not appear appropriate to label this area as an emerging trend. Perhaps it is better considered under Current Societal Issues.

It appears that the two categories discussed as "emerging trends" are of great import to today's counselor. While many studies of counselor's role and function in specific settings and/or school districts are interesting and provide worthwhile data it is crucial to look to the now and more importantly to the future in terms of the pressures, crises and concerns which are and will continue to face counselors. Guidelines, models, commitments to action need to be explored and discussed if counselors are to fulfill a necessary role in society.

VI. Implications for ERIC/CAPS:

A. Continue to focus on legal aspects of counseling, counseling law, and similar concerns. Prepare papers, monographs, and articles on these issues as well as workshops dealing with same.

B. Sponsor or participate in workshops dealing with counselor role and priorities in the 70's.

C. Conduct research on some "action type" activities around the country in which counselors are involved, etc.

AREA: In-Service Training

Concerned with inservice activities, workshops, conferences, etc. for counselors and other personnel workers.

I. Number of Documents: 10

A. Position Paper, Theoretical Statement or Model - 1

B. Research Report - 3

C. Review Paper - 3

D. Program Description - 4

E. Conference Report - 1

II. Objective Description of Documents:

Within this area it is difficult to further break down the documents. However, we can look at the documents in terms of specific populations considered. When we do this we find that the documents fall as follows:

A. Pupil Personnel Workers - 1 document

B. Rehabilitation Counselors - 1 document

C. School Counselors - 5 documents

D. Teachers or Teachers and Counselors - 3 documents

III. Significant Documents:

ED 039 544 Cramer, Stanley H. (Ed.) PRE-SERVICE AND IN-SERVICE PREPARATION OF SCHOOL COUNSELORS FOR EDUCATIONAL GUIDANCE. American Personnel and Guidance Association, ~~Mar~~ 1970. $2.00 per single copy; orders for more than one copy, $1.50 each. 68 p.

The purpose of this monograph is to provide some impetus for enhanced pre-service and in-service preparation of counselors for the educational guidance function. There are four sections in this monograph. The first part presents the findings of a four-state survey of 1,174 school counselors regarding their opinions of the preparation which they received for educational guidance. Part Two suggests content and process for implementing more effective training in educational guidance and counseling. Part Three deals with non-collegiate post high school educational guidance. Finally, Part Four offers an annotated bibliography of materials useful in educational guidance and counseling.

If counselors are to "keep up" in their field there must exist opportunities for updating and renewing. Professional development cannot just be assumed. As many counselors are unable to attend state let alone national conventions, pre-service and in-service activities become necessary and important ways of learning and interaction.

ED 031 621 Rhyne, Dwight Carroll. ATTITUDE SET, GROUP LEARNING, AND ATTITUDE CHANGE. 1968. MF-$0.65 HC-$6.58 120 p.

A special Training Institute on Problems of School Desegregation was held at the North Carolina Advancement School; the project was undertaken to determine the degree of attitude change related to group learning method, social attitude set, and characteristics of race, sex, and age among 72 teachers and counselors participating in an adult education program. The program, an institute on problems of school desegregation, provided an intensive educational experience which attempted, during an eight week period, to change cognitive and affective components of

attitudes of prejudice among the participants. The study was concerned with the rational-irrational, social distance, and sympathetic identification dimensions of prejudice. Evidence has been presented supporting a fundamental postulate of the study that attitude change is related positively to participation in an intensive adult education experience. Attitudes of the subjects changed in the predicted direction as related to participation in the institute on all dimensions of prejudice included in the study. The findings of this research support and strengthen the postulate as a basis for future research.

Personnel Workers must be aware of their own attitudes and feelings as well as those of their clients if they are to be effective in combating and dealing with the problems of today's world. Workshops of the type described may be one way to evolve a more "humanistic" society.

IV. Important Documents:

Gust, Tim. EXTENDING COUNSELOR SUPERVISION. Counselor Education and Supervision, 1970, 9(3), 157-160.

Proposes that supervision of the counselor trainee be extended into the Trainee's first employment setting following completion of his master's degree program. This extension would be of benefit to the counselor training program, the counselor trainee and the local school or agency.

ED 035 054 Miller, Leonard A.; And Others. CONTINUING EDUCATION FOR REHABILITATION COUNSELORS: A REVIEW AND CONTEXT FOR PRACTICE AND RESEARCH. Iowa City: College of Education, Iowa University, ~~Aug~~ 1969. MF-$0.65 HC-$6.58

This report deals with the continuing education of rehabilitation counselors both during and through employment. This type of a program requires information

on how: (1) the structure and patterning of tasks in the work milieu; (2) administrative practices and attitudes; and (3) counselor characteristics can specifically influence what effect continuing educational experiences of both the during-employment and through employment variety have on desired outcomes.

ED 040 438 Moore, Gilbert D.; And Others. PUPIL PERSONNEL SERVICES. WHERE ARE WE? WHERE ARE WE GOING? RATIONALE FOR WORKSHOP. REACTIONS TO REPORT. Buffalo: Department of Counselor Education, State University of New York, 1970. MF-$0.65 HC-$6.58 180p.

The document consists of three parts: (1) a report derived from the proceedings at the Atlanta Workshop for pupil personnel services; (2) a questionnaire designed to record reactions to pupil personnel services; and (3) a paper discussing the rationale for the workshop.

V. Trend Analysis:

No specific trends or emerging trends are reflected in the documents comprising this area. It is clear, however, that work and thinking is being done in this area but more is needed. Many conferences, seminars and workshops, etc. are held and unless they are "written up" their deliberations, ideas and focus are lost to all save those in attendance. This may be a very fertile field for exploration.

One thing which is worthy of note among the documents comprising this area is that of the 10, five are basically concerned with programs, procedures or activities to change counselors' and/or teachers' attitudes and/or concepts of themselves. An improvement in interpersonal relationships is stressed. Perhaps this focus of some of the in-service activities being reported is a reflection of issues arising out of the category Current Societal Issues in

the Counselor Role Area. If the counselor is going to "take a stand" and "be involved" with the changes, pressures of society and occurances in today's society he must be able to function in a facilitative manner in a variety of situations. This being the case, he must be able to deal and interact on an interpersonal level with a cross-section of the population. He must be secure as an individual as well as in his relationships. Clearly, if counselors are to be called upon and desire to take an active role in current society and its concerns and problems, stronger, more inclusive and more numerous in-service activities will be needed.

VI. Implications for ERIC/CAPS:

A. Encourage, sponsor and contract to have workshop and conference proceedings written up for dissemination through CAPS.

B. Highlight documents concerning ways of improving interpersonal relations among individuals and groups.

AREA: Role of Personnel Workers

Role and function of personnel workers other than those designated "counselors" or "support personnel." Includes ceritfication, professional issues, legal responsibilities as well some specific training procedures and models.

I. Number of Documents: 43

A. Position Paper, Theoretical Statement or Model - 12

B. Research Report - 13

C. Review Paper - 12

D. Program Description - 5

E. Guideline, Handbook, Manual - 1

II. Objective Description of Documents:

Documents on the role of personnel workers can be divided into 10 categories:

A. Professional issues (4)- These documents are concerned with the role of professional personnel in general as well as the social responsibility of same.

B. Clinical Psychologists (2) - These documents look at the training procedures used in clinical psychology and offer some new dimensions for consideration.

C. School Nurses (2) - These documents look at policies, practices and procedures of school health services.

D. Teachers (3) - These documents look at the teacher as part of the professional team responsible for mental health.

E. Consultants (4) - These documents describe and report on the activities of consultants in schools. The Child Development and the Educational Consultant are considered.

F. Student Personnel Workers (3) - The role of student personnel workers is examined in terms of today's and future society.

G. Mental Health Professionals (3) - These documents consider the role of mental health professionals in the context of current society. The role of citizen groups for support and assistance is also considered.

H. School Social Workers (6) - The role of school social workers is examined. Different settings and the constraints inherent to them are discussed.

I. School Psychologists (9) - These documents consider the role of the school psychologists in terms of models of operation, specific services offered, role perception and functions performed.

J. Pupil Personnel Services (9) - These documents consider the overall operation of pupil personnel services in schools and communities. Specific issues such as the role and training of pupil personnel workers are discussed as are emerging issues and the role of professional organizations.

III. Significant Documents:

ED 035 022 Patterson, C. H. THE SOCIAL RESPONSIBILITY OF PSYCHOLOGY. Sep 1969. MF-$0.65 HC-$3.29

The basis for the current concern with social engineering in psychology is attributed to: (1) the recognition that man must be viewed in a social framework, and (2) the recognition of the importance of environmental

influences in determining behavior. However, the distinction is made between the social obligations of a psychologist as a citizen and his obligations as a professional. The main concern of the psychologist lies in the study of small groups and individuals. Social reform on the large-group and institutional level is in the domain of other behavioral scientists: anthropologists, sociologists, and political scientists. The need and value of retaining psychotherapy and individual treatment as sources of self-initiated change is emphasized. Three suggestions are made for the professional contribution of psychology in the field of social reform. First, psychologists should involve themselves in changing social institutions in which they are involved. Second, psychologists should serve as consultants to governmental agencies which implement change. Third, and most important, psychologists should concern themselves with the development of methods of fostering good human relations by changing the social stimuli to which individuals are subjected.

This paper by a well known and well respected contributer to the field of counseling presents a challenge primarily to psychologists. However, it is fair to say that the same challenge can and should be assumed by counselors. They should actively work to affect and revitalize society and its institutions. This paper is important because it examines as well as comments on an important area concerning professional identity.

Rowen, Robert B. MODEL FOR SERVICE DELIVERY IN SCHOOL SOCIAL WORK. Journal of International Association of Pupil Personnel Workers, Sept 1970, 14(4), 175-180.

This paper sets forth a new model of service delivery in school social work and presents in comparison the existing model of service delivery, the traditional service model. The traditional model of school social work functioned first through the home. The worker interviewed and conferred with parents and worked towards the goal of adjustment in home conditions or when necessary, referred parents to outside resources in the community of social agencies. He functioned in the community of social agencies by use of the referral process. As a professional person, the school social worker was knowledgeable in terms of existing social resources; served on community committees and participated in professional activities; and maintained case records. A fourth area of function related to the school. He was the consultant and the practitioner in terms of the child not referred and the child referred for service. He coordinated the activity or case plan between the school, the home, and the community agency when involved. There were, then, four definite areas of functions, namely, the home, the community, the profession, and the school.

The new model which is proposed is the community service model which can exist, side by side, with the tradtitional service model or can exist independently. The goals of both models are similar but the functions and tasks are quite different. The traditional service model is based upon direct service and focuses upon the child and his school adjustment. The community service model is based upon prevention through consultation and focuses upon the school-personnel, parents, and the community. Direct

service is not a part of the community service. The community service model proposes intervention before crisis by means of an ongoing prevention program. The primary technique employed is consultation with parents in the setting of the community. When a crisis arises in the classroom, the parent views the school or the system as the culprit not the home environment as a cause. If avenues of communication between the home and school can be established before a crisis, then perhaps, the crisis will never occur or at least its severity can be reduced. The school social worker under the community service model works closely with parents. The goal is to get the parents into the classroom so that they might understand what is going on, and be able to see how they can help their child at home. The school social worker under the new model helps establish programs for parent involvement in the classroom and for parent education. Once the pattern of parent education is developed, then the social worker assists the parents in small groups to understand that which is normal growth and behavior and how to handle discipline problems in the home when they arise. These are preventive programs. The social worker under the community service model reaches out into the neighborhood and community. The establishment of neighborhood centers for services might be considered. Neighborhood centers have been tried on a limited basis under E.S.E.A. funds and have proved successful. In the neighborhood or the community the school social worker seeks out the environmental causes of problems which the children present in the classroom; poor housing, inadequate play areas, lack of day care facilities, lack of proper recreational facilities, and so forth. It is proposed that the community service model school social worker become involved in social action and work with the parents to

improve neighborhood conditions. In the school itself under the new model, the school social worker does not work with the child. He, as a consultant, works with the teacher and other school personnel who would become the agents of change for the child. The goal is to improve the mental health climate in the classroom in order to enable good instruction to take place.

In review, the school social worker under the community service model employs consultation and supervision to meet the goals in service delivery. He is a consultant to the parents and the teachers. He is an enabler, an initiator, and at times, an advocate. He works towards the alleviation of the causes of problems in the neighborhood and the community. The primary goal is prevention rather than treatment. He is attuned to current developments in the use of manpower and recognizes, implements, and supports the use of paraprofessionals in the delivery of social services in the school. His function with the paraprofessional is in a supervisory role which allows the paraprofessionals to make the maximum use of their abilities. This model is important becasue it stresses a preventive approach rather than a crisis oriented one. It is a model worthy of further consideration.

IV. Important Documents:

ED 036 838 Garai, Josef E. MENTAL HEALTH PROFESSIONALS. Brooklyn: Pratt Institute, [1970]. MF-$0.65 HC-$3.29

Mental helath professionals must re-examine the meaning of mental health in the context of the current world situation and ask themselves to what extent they are contributing to the fight against social injustice. Consequently non-professionals, parents, teachers, and peers must be given rudimentary training enabling them to act as promoters of sound mental

health practices and there must be community organization around mental and public health.

ED 035 027 Jackson, John H.; Bernauer, Margaret THE SCHOOL PSYCHOLOGIST AS A THERAPIST. A PSYCHOLOGICAL SERVICES MONOGRAPH ON PSYCHO-EDUCATIONAL THERAPY. Milwaukee: Milwaukee Public Schools, 1968. MF-$0.65 HC-$9.87 201 p.

The hypothesis explored in this report is whether a staff of school psychologists can successfully provide therapy in the schools to students and adults, even when their previous training has neglected therapy.

ED 041 330 Landy, Edward; Lifton, Walter M. THE PPS ADMINISTRATOR AS AN AGENT OF CHANGE. EMERGING ISSUES IN PUPIL PERSONNEL SERVICES. Apr 1970. MF-$0.65 HC-$3.29 15 p.

The problem of professional organization of PPS is discussed. Ground rules are given for developing large geographic units. The position of the community is next presented, the place of mental health, community aides, and institutions in a community. A discussion of the problems that lie ahead in PPS is given.

ED 041 299 Northrop, James C. GUIDANCE CONSULTANT: QUESTIONS AND DIRECTIONS. Mar 1970. MF-$0.65 HC-$3.29 9 p.

The new emerging role of the consultant to counselors is considered. The consultant will function in a helping relationship with a colleague in counseling and related pupil personnel services with emphasis upon counseling and guidance services.

Ohlsen, Merle M. EVALUATION OF EDUCATION FOR THE PROFESSIONS. Counselor Education and Supervision, Fall 1969, 9(1), 30-38.

Describes necessity for educators to identify factors contributing to successful practice, and develop instruments and techniques to predict success prior to admission to preparation programs. Numerous referrals to other writers provide discussion background.

Vasson, Sonya T.; Taylor, Vaughn K. MILITANCY AND COUNSELOR RELATIONSHIPS WITHIN SCHOOL AND COMMUNITY. School Counselor, May 1970, 17(5), 350-356.

Discusses need for pupil personnel staff to try to provide source of stability to students during and after negotiations, in effort to keep communication lines open between teachers and students.

ED 034 268 Warner, O. Ray PUPIL PERSONNEL SERVICES IN THE 50 STATES. Moravia, New York: Chronicle Guidance Publications Inc., 1969.

Literature pertinent to the development, organization, functions and objectives of the state departments of education was reviewed and reported. The study includes each of the 50 state departments of education and covers the period from July 1, 1966 to June 30, 1967. Findings include listings of objectives, data concerning the organization and administration of pupil personnel services and State Guidance/Pupil Personnel functions. The study concludes with a listing of general conclusions and recommendations.

V. Trend Analysis:

As with conselor role much continues to be written regarding the role of other professional personnel workers. However, many of the documents studied appear to be sketchy or narrow in scope. There are few extensive studies or surveys reported as well as only a limited number of position papers. The small number of documents included in categories A through G makesit difficult to pull out any trends or emerging trends worthy of

consideration. One line of investigation or thought which appears to be developing concerns the role which can and/or should be played by personnel workers of differing orientations as a "result" of trends, problems, concerns and currents in today's society. The need for planning for future societal situations is also looked at briefly. The area School Psychologists, although containing only nine documents presents some very interesting items. The importance for obtaining the "best" delivery of psychological services is discussed as are models and program descriptions. The documents are in no way inclusive but do open the door a "crack" and enable one to see a little of what is happening in the field in terms of personnel.

In conclusion this area offers basically some documents which are interesting and informative in their own right but which do not "hang" together as a unit or units.

VI. Implications for ERIC/CAPS:

Although ERIC/CAPS scope of interest covers all the specialities contained under the Pupil Personnel Services "umbrella" at present this coverage does not extend beyond Journal coverage for CIJE and documents input to RIE and into our local collection. Perhaps we should seek to actually become more interdisciplimary in approach and support, sponsor and report on (in our own publications) research, projects and reports covering areas other than guidance and counseling services.

AREA: Counselor Education (Didactic)

Includes instructional aspects of counselor education programs as well as counselor selection. Curriculum and course content are also included.

I. Number of Documents: 21

A. Position paper, Theoretical Statement , Model - 5

B. Research Report - 5

C. Review Paper -7

D. Program Description - 4

II. Objective Description of Documents:

Documents concerned with didactic elements of counselor education can be divided into six categories:

A. Elementary (3) - These documents look at preparation programs for elementary school counselors.

B. Counselor Trainees (2) - These documents report on counselor trainee's perceptions and responses to their preparation programs and experiences.

C. Rehabilitation and Employment (4) - These documents look at and discuss training programs and issues involved in the preparation of rehabilitation and employment counselors.

D. School Psychology (1) - This document is a manual for school psychology educators.

E. Teaching Issue (2) - These documents investigate the teaching vs. no-teaching experience for counselors controversy.

F. Overall Views (9) - These documents discuss and investigate counselor education in general. They are concerned with relevancy in programs, short term programs and conflicting roles.

III. Significant Documents:

There are no significant documents.

IV. Important Documents:

ED 039 598 Beck, Ariadne P.; Knopf, Norton B. THE EVOLUTION OF AN EXPERIMENTAL FORMAT FOR TRAINING MANPOWER PERSONNEL. Chicago: Chicago University, Mar 1970. MF-$0.65 HC-$3.29 10 p.

Programs and experiences in University training of manpower personnel for work with lower class minority groups are evaluated. The conclusions focus on problems that lead to limited implementation of new ideas and skills by trainees when they return to their jobs.

Gordon, Edmond W.; And Others. HOW RELEVANT IS THE TRAINING OF COUNSELORS? Journal of The National Association of College Admissions Counselors, Feb 1970, 14(3,4), 15-19.

Panel presentation by Edmund W. Gordon, Earl Stahl, and Anthony Riccio, which discusses lack of behavioral training for counselors. Indications are that, regardless of counselor sensitivity and genuineness, he does not do effective job communicating with school staff or lower class students, particularly in area of college campus environment information, unless he is from the lower class himself.

ED 040 419 Patterson, C. H. SOME RANDOM COMMENTS ON A SYSTEMATIC MODEL FOR COUNSELOR EDUCATION. SOME COMMENTS ON SHORT-TERM PROGRAMS FOR EMPLOYMENT SERVICE PERSONNEL. SOME BARRIERS TO SIGNIFICANT RESEARCH IN COUNSELING. Champaign, Illinois: Illinois University, Mar 1970. MF-$0.65 HC-$3.29 13 p,

There are two unifying theses underlying these three papers: (1) the importance of the human relationship factor; and (2) the need to clearly understand what we wish to do and how most successfully to do it. The first paper, concerning counselor education, compares a behavioral counselor education model with a model which is related to the client-centered approach. The second paper specifies what the author considers to be the most important ingredients for successful workshops. The final paper explores current difficulties in counseling research and focuses on the lack of a definition of counseling and the acceptance of a too inclusive model which cannot even be utilized without years of prior research.

70-9730 Wehrly, Beatrice Lorraine. DIFFERENTIATION IN PROGRAMS OF STUDY AND SUPERVISED EXPERIENCES IN ELEMENTARY SCHOOL COUNSELOR PREPARATION PROGRAMS IN THE UNITED STATES. Texas A&M University, 1969, 4785, 86-A

The three major objectives of the research were: (1) to ascertain the degree to which United States counselor education programs were differentiating their programs of study and supervised experiences for candidates for elementary school counseling; (2) to compare the data from these programs with the standards proposed for elementary school counselor preparation programs by the subcommittee of the Association for Counselor Education and Supervision; and (3) to formulate a model or proposed program for the preparation of elementary school counselors based on findings evolving from the first two stated objectives. The summary of special courses geared to

preparation for work at the elementary school level revealed that an average of five per institution were offered in the 225 regular programs. The study found that most of the topics listed in the ACES subcommittee report were available though not generally required in the majority of the institutions reporting on their counselor preparation programs. A 48-semester-hour program for elementary school counselor preparation was proposed. All topics listed in the proposed standards for elementary school counselor preparation programs except the internship were included.

V. Trend Analysis:

As can be seen from the objective description of documents most categories have between one and four documents included in them. The only category with more is to a degree a "catch all" category. Some themes appear across the categories but one is not able to call them either trends or emerging trends. These "so-called themes" are: (1) surveys of counselor preparation programs in the United States; (2) educating counselors for relevancy; (3) implications of research; and (4) behavioral training for counselors. None of these themes can be dealt with at any depth in this area although it is important to note that themes 2 and 4 occur in several other areas where they are dealt with in sufficiently more detail. A noteworthy omission is any documents concerned with counselor selection.

VI. Implications for ERIC/CAPS:

A. Investigate the didactic aspects of counselor education programs - how are they organized - what are their goals and emphases.

B. Encourage or sponsor research on counselor selection. How do counselor training institutions select their students. What about "drop out" rate.

C. Compile information on counselor education programs for prospective students.

AREA: Training and Role of Support Personnel

Concerned with the training, functions and responsibilities of personnel workers designated as paraprofessionals, support personnel or non-professional personnel.

I. Number of Documents: 13

A. Position Paper, Theoretical Statement, Model - 13

B. Review Paper - 1

C. Research Report - 5

D. Program Description - 6

II. Objective Description of Documents:

Documents concerned with support personnel can be divided into three categories:

A. Community Mental Health Workers (8) - These documents are concerned with the education and functioning of non-professionals in mental health settings. Their utilization and skill level is also discussed.

B. Educational Training (2) - These documents are concerned with the use and training of paraprofessionals in educational training programs and rehabilitation settings.

C. Elementary-Secondary (3) - These documents are concerned with the training of support personnel to work in school situations as guidance and resource aides.

III. Significant Documents:

ED 035 048 Leland, Arthur L.; And Others. TRAINING PROGRAM FOR SUPPORT PERSONNEL IN RESOURCE CENTERS AND GUIDANCE OFFICES. INTERIM REPORT. Amherst, Ma.: Amherst-Pelham Regional School District, 1969. MF-$0.65 HC-$6.58 152p.

This report contains a complete description and a preliminary evaluation of a three-week training program for secondary guidance center and resource center aids. It is the intent of the authors of this report to show the conceptualization of the aide's role. This report also describes the preservice training program in sufficient detail to facilitate replication and provides a basis for an understanding of the content and procedures of the program. The inservice training program and final evaluation are not included. An evaluation of the preservice training program, recommendations, and an inservice training program prospectus are included.

This document's import lies in the fact that it describes in detail a training program for support personnel. As the use of such personnel continues to increase it will ease the training task to have detailed training programs which have been more or less "debugged" available for adoption and/or modification.

IV. Important Documents:

ED 041 301 Cavins, David A. THE GUIDANCE ASSISTANT PROJECT - SYSTEMATIC TRAINING. Deerfield, Il.: Deerfield Public Schools, District 109, 1969. MF-$0.65 HC-$3.29 8p.

With the awarding of federal funds to the Deerfield, Illinois Elementary School District, a program was developed for training individuals to assist members of the pupil personnel team. The material presented in this handbook focused on procedures used to prepare trainees for tasks previously identified as appropriate for support personnel. The paper concludes that local training programs could help alleviate existing problems of personnel shortages.

Toban, Eileen. PERCEIVED SKILL OF PROFESSIONAL AND NONPROFESSIONAL COMMUNITY HEALTH WORKERS. Journal of Consulting and Clinical Psychology, 1970, 34(3), 308-313.

Professionals (pros) and nonprofessionals (nonpros) compared each others' performance of 11 social work functions. Questionnaire responses indicated both groups believed pros to be superior at helping patients with long term problems, and the nonpros, at showing the patient someone cares. Pros and nonpros differed in assessing their relative skills in nine functions; each group rated itself better at six functions.

V. Trend Analysis:

The entire area of support (nonprofessional) personnel is one which has and is continuing to receive interest in many fields other than counseling and personnel work and, therefore, it is surprising that only thirteen documents comprise this area. As would be expected the largest category in terms of number of documents deals with use and training of support personnel for community agencies. The concern is primarily with mental health but this is misleading to a degree five of the documents are from the Community Mental Health Journal. However, it can be said that a trend is discernable (and has been for some time) which involves increased usage of nonprofessionals in community agency settings. This has been sparked by OEO funding, increased efforts to gainfully employ indigenous volunteers and an increased need for more mental health workers. A great deal of writing and research has hence been generated. Performance has been compared, effectiveness studied, and training programs examined. In the future this will undoubtly continue to be a high interest area. That only three documents deal with the use of paraprofessionals at the elementary and secondary level is surprising. However, two of these documents come out of the awarding of federal funds and I feel we can look toward increased programs of this type as more and more guidance workers professional and nonprofessional continue to be needed.

VI. Implications for ERIC/CAPS:

ERIC/CAPS has already taken care of the lack of documents dealing with support personnel at the elementary and secondary levels. See Support Personnel in Guidance Programs a ERIC/CAPS Personnel Services Review.

AREA: Counseling Techniques

Concerned with descriptions and discussions of various procedures used by counselors.

I. Number of Documents: 79

Position Paper, Theoretical Statement, Model - 16

Research Report 31

Review Paper - 18

Program Descriptions - 12

Other - 1

Bibliography - 1

II. Objective Description of Documents:

These documents concerned with Counseling Techniques can be divided into nine categories.

A. Computer Applications (6) - The documents are concerned with computer based guidance efforts including counseling, record keeping and information services.

B. Desensitization (2) - These documents investigate the use of desensitization therapy.

C. Media (6) - These documents discuss and investigate the use of various types of media in counseling.

D. Behavioral Techniques (16) - These documents discuss investigate and comment upon the use of behavioral techniques such as modeling in counseling.

E. Co-Therapy (3) - These documents discuss the use of more than one therapist in group therapy situations.

F. Interview Behavior (4) - These documents are concerned with analysis and investigation of interview behavior.

G. Elementary (2) - These documents look at counseling techniques for use with children.

H. Group Techniques (22) - These documents discuss, explore, and evaluate the effort of group procedures on a variety of individuals in different settings with different needs, objectives, and ages.

I. Miscellaneous (13) - These documents deal with varied techniques and procedures used by counselors.

III. Significant Documents:

Hosford, Ray E. BEHAVIORAL COUNSELING -- A CONTEMPORARY OVERVIEW. Counseling Psychology, 1969, 1(4), 1-27.

Extensive review of the literature suggests that modeling procedures are effective means of changing behavior, not only with one client but with a group. School counselors, in particular, need to be aware of the negative effect of various grouping policies, and should expose behavior problem clients to socially acceptable models. Followed by series of comments.

This is the lead article in a journal exclusively concerned with Behavioral Counseling and for this reason as well as the depth of the coverage the entire journal should be considered as a significant document. It is comprehensive and provides excellent reviews, comments, and analyses.

ED 041 298 Jones, G. Brian; and Others. PLANNING AND IMPLEMENTING A COMPREHENSIVE CAREER SYSTEM OF INDIVIDUALIZED GUIDANCE. DESCRIPTION OF A PROGRAM FOR EFFECTIVE PERSONAL PROBLEM SOLVING. THE CCGS PERSONAL AND SOCIAL DEVELOPMENT PROGRAM. Santa Clara, Ca.: Santa Clara Unified School District; Palo Alto, Ca.: American Institute for Research in Behavioral Sciences, 1970. MF-$0.65 HC-$3.29 24p.

In response to intended future California legislation which would allot state aid to schools on the basis of how well each educational program met its stated objectives, the Comprehensive Career Guidance System (CCGS) was developed. It is a systematic approach to the development and evaluation of guidance oriented objectives and related instructional and evaluational experiences for students and parents. Assumptions basic to the design are enumerated prior to descriptions of activities which develop, implement and evaluate the CCGS. Activities in four areas are summarized: (1) guidance needs of students; (2) components to meet these needs; (3) implementation of these components through materials and procedures; and (4) evaluation of the effects of the components. A description of two components of the overall CCGS are presented separately. A program which deals with meeting Personal-Problem Solving Needs and one devoted to behavior assessment and modification in learning and interpersonal development were chosen as being representative of the broader program.

This indeed appears to be a program whose focus should be made available to a wide group of people concerned with guidance services. Its emphasis on evaluation is important.

ED 036 879 Sorenson, Garth; Hawkins, Richard K. THREE EXPERIMENTAL MODES OF COUNSELING. CENTER FOR THE STUDY OF EVALUATION OF INSTRUCTIONAL PROGRAMS WORKING PAPER NUMBER FIVE. Los Angeles, Ca.: California University, 1968. MF-$0.65 HC-$3.29 58p.

An evaluation model was applied to three experimental modes of counseling. They were compared on the basis of three interviews with respect to their affects on behavior, moods, and feelings about counseling. Mode 1 counselors guided counselees in making their own plans for coping with problems. Mode 2 counselors suggested specific actions. Mode 3 counselors explored feelings. Three experimental counselors were trained in all three modes. Thirty-six subjects, student teachers who reported stress, were randomly assigned to counselor and mode. Their reactions to counseling were collected during and following interviews. It was found that: (a) high-stress counselees were more likely to continue in counseling regardless of mode; (b) more mode 2 counselees were satisfied with their interviews; (c) more mode 1 counselees actually tried the plans they made during interviews. Other findings and their implications are discussed.

Much has been written about counseling modes but not as much has been done to evaluate their outcomes. The importance of this document is that it presents some hard data regarding evaluation.

IV. Important Documents:

Guinan, James F.; Foulds, Melvin L. MARATHON GROUP: FACILITATOR OF PERSONAL GROWTH. Journal of Counseling Psychology, 1970, 17(2), 145-149.

This is a report of changes on scales of the Personal Orientation Inventory following a marathon experience. Pretest and posttest results indicated changes in scores of an experimental group on those scales: Inner Direction, Existentiality, Feeling Reactivity, Spontaneity, Self Acceptance, Acceptance of Aggression, Capacity for Intimate Contact. There were no changes for a control group.

ED 035 925 Havens, Robert I. COMPUTER APPLICATIONS IN GUIDANCE AND COUNSELING. Oshkosh: Wisconsin State University, 1969. MF-$0.65 HC-$3.29 10p.

The purpose of this discussion is to acquaint pupil personnel workers with some of the applications of computer based information processing systems for pupil services and also to consider some of the legal and ethical concerns relative to data processing in counseling and guidance.

Higgins, William H.; And Others. MEDIA THERAPY: A PROGRAMMED APPROACH TO TEACHING BEHAVIORAL SKILLS. Journal of Counseling Psychology, 1970, 17(1), 20-26.

Three approaches were used to teach these skills: (1) full treatment (media therapy); (2) programmed text and video models only; and (3) reading material only. The full treatment group showed the most improvement in amount of direct, mutual communication followed by the programmed group.

ED 038 719 Santoro, David A. A MANUAL FOR UNDERSTANDING AND IMPROVING COUNSELOR/CLIENT INTERVIEW BEHAVIOR. Lexington: Kentucky University, College of Education, 1969. MF-$0.65 HC-$3.29 38p.

This manual was devised to help supervisors, counselors, trainees, and other educators to better understand and improve counselor/client interview behavior through utilization of the Counselor Client Behavior Analysis System (CCBA). The CCBA is an interaction training and/or research schema designed to provide a formalized feedback system on the types (and their efficacy) of interactions between a counselor and his

client. The manual comes complete with comprehensive definitions, a coding sheet designed specifically to accompany the CCBA system for recording observations of the counselor/client interactions, and ample instructions for implementing it. Also included is a section on various approaches to data treatment utilizing the coding sheet information or employing a specifically designed CCBA matrix.

Thoresen, Carl E.; Hosford, Ray E. DETERMINING EFFECTIVE MODELS FOR COUNSELING CLIENTS OF VARYING COMPETENCIES. Journal Counseling Psychology, 1970, 17(4), 369-375.

Different athletic and academic model success levels caused significant differences in frequency of information seeking by subjects; mean frequencies in general suggested a Subject Success Level x Model Success Level x Counselor School interaction; experimental subjects did not consistently seek more information than control subjects.

ED 038 706 Zimpfer, David G. GROUP PROCEDURES IN GUIDANCE: A BIBLIOGRAPHY. Rochester: New York State University, 1969. Document not available from EDRS.

This bibliography lists comprehensively the literature and resea4ch on group procedures in guidance and counseling in educational settings. Books, dissertations unpublished documents and journal articles are included. The bibliography is organized into two major sections: a topical listing and an author listing. Specific publications are listed under as many topical headings as seem appropriate. The "general" categories which appear occasionally comprise those listings which span a whole major topical area. Materials produced up to the end of 1968 are represented.

V. Trend Analysis:

The use of specific procedures by counselors has and continues to generate interest and research. As can be seen in section II the largest category of documents concerns group techniques. These documents are concerned with techniques which are used specifically in guidance and counseling and does not include documents dealing with more general

aspects of group process and procedures. These documents are also quite numerous so it is apparent that this is a high interest area. A great many of the documents are descriptive and discuss the what and why of specific group procedures. Many of the research reports are also included. Much of the data reported involves the investigation of the effect of different types of group experiences on: (1) variables such as scores on standardized measures of among other self concept and dogmatism; (2) school achievement; and (3) interpersonal relations. Bibliographies continue to be generated and the continued interest in group procedures is also evidenced by the increased number of documents which review terminology, organizational components and definitions of different types of groups function.

Another well documented category which can also be viewed as indicative of a continuing trend involves the use of behavioral techniques in counseling. The number of documents is, in this case as in others misleading as Volume 1, Number 4 of The Counseling Psychologist dealt exclusively with Behavioral Counseling and thirteen of the sixteen documents comprising this category are from this source. This issue in itself is noteworthy and is also discussed under the Significant Document section. Behavioral counseling is examined, in other documents in reference to: (1) the self-referred client; (2) vocational development; and (3) community service.

A third category of documents can perhaps be considered an emerging trend. This is the category dealing with Co-Therapy. Although the category is comprised of only three documents it appears as if we shall

be finding increased use of multiple counselors in group settings.

The use of different types of media and computer applications in counseling has not received much coverage in the documents reviewed but we believe that this is an area which has and will continue to generate much interest.

At this point it is deemed necessary to refer the reader to the Pre-School-Secondary level discussion of counseling techniques for more in-depth discussion and review of the categories discussed above as well as some additional ones.

VI. Implications for ERIC/CAPS:

1. Continue to be aware and report on specific "promising" techniques used by counselors as well as models which improve service delivery.
2. Hold workshops, conferences and seminars concerned with new techniques and media of use to counselors.
3. Work with other groups, individuals or organizations to develop new techniques and models.

A.... Counseling Goals

Concerned with the evaluation and establishment of counseling outcomes and objectives as well as the definitions and research of same.

I. Number of Documents: 29

A. Position Paper, Theoretical Statement, Model - 1

B. Research Report - 18

C. Review Paper - 7

D. Program Description - 3

II. Objective Description of Documents:

The documents concerned with counseling goals can be divided into eight categories.

A. Student Needs (5) - These documents are concerned with the needs of students as an effect of today's society. The issues at stake are explored and the counselors position in respect to them is discussed.

B. Discipline (2) - These documents explore the place of the counselor in regards to discipline and the role he can play as a consultant.

C. Follow-up (3) - These documents report follow-up data on counseled and non-counseled individuals in a variety of settings.

D. Counseling Effectiveness (4) - These documents research the effectiveness in terms of specific criteria of counseled and non-counseled individuals.

E. Behavioral (3) - These documents look at counseling goals stated as specific behavioral objectives to be met by the counselor.

F. Vocational (4) - These documents investigate the effects of vocational counseling on specified measurable criteria.

G. Instruments (5) - These documents discuss the use of instruments and observation schedules to investigate counseling outcomes and effectiveness.

H. Programs (2) - These documents are concerned with models for counselors to use to encourage social learning.

III. Significant Documents:

ED 040 449 Boyd, Robert E. USE OF THE HILL INTERACTION MATRIX IN INDIVIDUAL COUNSELING RESEARCH. Urbana: Illinois University, 1970. MF-$0.65 HC-$3.29 14p.

As research in counseling effectiveness moves from the use of gross outcome measures to analysis of the counseling process itself, it is meaningful and necessary to specify interview conditions which facilitate client behavior change. The Hill Interaction Matrix (HIM) is quite successful in allowing researchers to utilize a social-psychological model of interview analysis. The development of the scale is described and discussed.

The scale has two dimemsions one which deals with level and style of content and a second dealing with level and style of therapeutic work yielding a matrix of 20 scales. Research indicates that it possesses enough validity to be a useful instrument. Rater training is discussed and it is concluded that a strong psychological and experiential background facilitates rater training and is a positive factor is rater reliability. In view of these facts the instrument appears useful as a research tool as it has: (1)specified

parameters; (2) categories which are inclusive for homogeneity and exclusive of all other classes of behavior; (3) proven useful in diverse settings; and (4) proven easily teachable.

Three studies have used the HIM as a criterion measure in individual counseling research. As a result of these and other studies some real or potential problems in the use of the HIM have surfaced. These include such items and areas as: (1) an operational definition of a response unit; (2) coding words and sentence fragments; (3) rating affect; (4) rating non-verbal behavior; and (5) how much rating is necessary. However, it appears that as a measurement device the HIM fulfills the conditions necessary for instruments of its type sufficiently enough to be used as a research tool.

This document was selected as it deals with an area of current interest and concern in counseling. Many techniques and procedures have been utilized to view, investigate and research in a more or less objective manner the interaction dynamics of a counseling interview. The instrument discussed appears to offer one way of accomplishing this and holds a promise of becoming a useful tool for counselors and researchers alike.

ED 035 023 Krumboltz, John D. STATING THE GOALS OF COUNSELING. MONOGRAPH NUMBER ONE. Stanford, Ca.: Stanford University, 1966. MF-$0.65 HC-$3.29 28p.

Observable behavior change is a more useful goal in counseling than self-acceptance or self-understanding. Goals should be stated as specific behavior changes desired by each client, compatible with the counselor's values, and externally observable. Behavioral goals would result in: (a) a clearer anticipation of what counseling could accomplish, (b) a better integration of counseling psychology with psychological theory and research, (c) a more effective search for more effective techniques, and (d) the use of different criteria for assessing the outcomes of counseling with different clients. Self understanding is an unsatisfactory goal, because: (a) whether the client has attained it depends on the theoretical orientation of the counselor, (b) it is not necessarily accompanied by overt behavior change, (c) behavior change can occur without self-understanding, (d) self-understanding is unverifiable by direct observation, and (e) it is seldom the goal desired by the client. Self-acceptance suffers some of the same disadvantages of self-understanding and in addition tends to depreciate the value of self-improvement, implies inflexibility in human behavior and can only be assessed by a client's self-report.

In view of the current interest in behavioral counseling this monograph is most timely. It is well written, comprehensive and informative.

IV. Important Documents:

Stein, Carroll I.; and Others. A TEST OF BASIC ASSUMPTIONS UNDERLYING VOCATIONAL COUNSELING UTILIZING A DIFFERENTIAL CRITERION METHOD. Journal Counseling Psychologist, 1970, 17(2), 93-97.

A multiple regression technique was used on 1,020 cases to develop an index of rehabilitation potential which indicated that postcounseling behavior can be predicted significantly from precounseling information.

V. Trend Analysis:

As has been found with several of the other areas the documents in this area break down into so many small categories that it is difficult to abstract any trends or emerging trends. Once again we see the pressures and strains of today's society reflected in the category defined as Student Needs. The need for relevancy of experiences and counselor understanding of client's outlooks, objectives and feelings is stressed. It indeed appears that this is a theme which has run through

almost all areas - the need for counseling involvement and concern with their clients as well as with society and its institutions.

Behavioral counseling also achieves some import here as the three papers investigate and discuss observable behavior change as a goal of counseling. These papers as well as others which have been discussed under different areas appear to be indicative of a large and continued interest in the theory, practice and research dealing with behavioral counseling.

As one would expect from prior observation relatively little has been written on counseling effectiveness. The four documents contained in the category of that heading are interesting but do not add much to the knowledge base. The five studies listed under instruments as well as the three under follow-up provide some insight into ways of assessing counseling effectiveness and evaluating outcomes. More work in this area is clearly indicated and it is hoped that an increased amount of hard data regarding counseling effectiveness and outcomes will soon be available.

VI. Implication for ERIC/CAPS:

Encourage more research regarding counseling effectiveness. Perhaps a review paper on this area or a paper which would present the types of evaluative procedures available and a more or less objective appraisal of them. How do procedures affect different types of clients? What are the goals of counseling - can they be operationalized, measured, evaluated? Who should do the evaluation? Questions like this could prove most fruitful and interesting to investigate.

AREA: Counselor Behavior and Characteristics

Concerned with the study of counselor behavior: (1) evaluation of counselor behavior; (2) methods of predicting counselor behavior; and (3) the development of research designs and methods to study counselor behavior. Also looks at the counselor-client relationship and the manner in which clients perceive counselors and the attributes they desire in counselors.

I. Number of Documents: 83

A. Position Paper, Theoretical Statement, Model - 2

B. Research Report - 77

C. Review Paper - 2

D. Program Description - 1

E. Other - 1

II. Objective Description of Documents:

The documents concerned with Counselor Behavior and Characteristics can be divided into eleven categories.

A. Job Satisfaction (2) - These documents are concerned with counselors attitudes regarding job satisfaction.

B. Performance (5) - These documents are concerned with counselor performance regarding specified effectiveness criteria.

C. Observation and Measurement (13) - These documents are concerned with observation schedules and standardized measures which can be used to assess characteristics and attitudes of counselors and counselor trainees.

D. Interpersonal Relationships (7) - These documents are concerned with the evaluation and exploration of the interpersonal relationships of counselors with clients as well as with other individuals.

E. Current Issues (3) - These documents look at the attitudes of counselors regarding issues in current society.

F. Counselor Characteristics (26) - These documents examine and comment upon a broad spectrum of human characteristics using counselors or counselor trainees as the population studied. Creative ability, empathy, social mobility, and authority are among the areas explored.

G. Client Perceptions (7) - These documents investigate the counselor-client relationship in terms of the client perceptions.

H. Counselor-Client Matching (7) - These documents investigate and explore similarities and differences in counselors and their clients and how these influence their perceptions of and relationship with each other.

I. Research (2) - These documents are concerned with research in counseling.

III. Significant Documents: 0

IV. Important Documents:

70-6286 Armlin, Nelson Joseph. FOUR ASPECTS OF COUNSELOR BEHAVIOR AND MEASURED PERSONALITY TRAITS RELATED TO THE OPEN-CLOSED COGNITIVE CONTINUUM OF THE ROKEACH DOGMATISM SCALE. Florida State University, 1969, 4213A. MF-$0.65 HC-$6.58 104p.

The purpose of this study was to investigate the relationship of dogmatism as measured by the Rokeach Dogmatism scale to four aspects of counselor personality and behavior: (1) effectiveness in counseling as measured by peer and superior ratings; (2) personality as measured by two personality scales; (3) verbal behavior in structured group

situations; and (4) in-group behavior when responding to a problem of a controversial nature.

The study did not answer questions concerning the degree to which dogmatism affects counseling nor the specific behaviors and personality characteristics which might distinguish the high dogmatic from the low dogmatic counselor. To make any generalizations from such tenuous and inconclusive results is therefore not recommended.

Irzinski, Stanley M.; Hylbert, Kenneth W. FACTORS RELATED TO COUNSELOR TURNOVER IN THE PUBLIC PROGRAMS. Rehabilitation Counseling Bulletin, 1970, 13(3), 300-308.

The study surveyed 72 counselors hired by the public programs in the area served by The Pennsylvania State University, between July 1, 1962 and December 31, 1963. Characteristics of counselors who stayed in the public program until 1967, and of those who left, were studied. Performance criteria for the two groups were found to be not significantly different except that leavers rehabilitated a greater percentage of clients as well as closed a higher percentage as not rehabilitated. Reasons given for leaving the public program were studied.

ED 039 554 Kirchgessner, John E. JOB SATISFACTION AMONG REHABILITATION COUNSELORS: AN INTERIM REPORT. REPRINT SERIES. NUMBER THREE. Research and Training Center Institute, West, Virginia, 1969. MF-$0.65 HC-$3.29 22p.

This study polled newly-employed rehabilitation counselors in an attempt to measure their attitudes concerning job satisfaction. It was hypothesized that job satisfaction of the counselor is related to: (1) the policies, practices and working conditions of the employing agency (State Vocational Rehabilitation Agencies); (2) the professional standards and practices of his work; and (3) his ability to engage in a self-satisfying occupation.

Locke, Don W. RACISM ENCOUNTERED IN COUNSELING. PART II. Counselor Education and Supervision, 1969, 9(1), 56-59.

Argues that properly trained counselors would be able to handle their racial feelings as they would any other personal emotion. Disagreeing reaction by Sinclair O. Lewis, Alabama State College, Montgomery, follows. Papers presented at Southern Association for Counselor Education and Supervision, Lexington, Kentucky. 1968.

ED 035 016 Mendoza, Buena Flor H. PREDICTING COUNSELOR EFFECTIVENESS: A MULTIPLE REGRESSION APPROACH. Kalamazoo: Western Michigan University, 1969. MF-$0.65 HC-$3.29 27p.

This study attempted to determine whether counselor effectiveness designated by a high level of performance in a first counseling practicum as ranked by faculty supervisors, can be predicted with knowledge of the extent to which the individual possesses the personal qualities of open-mindedness, tolerance for ambiguity, general mental health, and personal-social interest.

ED 038 682 Robinson, Norman W. SELECTING PERSONALITY AND PERCEPTUAL CHARACTERISTICS OF SUBJECTS FOR PREDICTING THE EFFECTS OF COUNSELING TREATMENTS. Stanford, Ca.: Stanford University, 1970. MF-$0.65 HC-$3.29 11p.

This study was designed to investigate the following question: what treatment is most effective for particular types of clients with a specific problem. One of the objectives of the study was to determine if any relationship existed between two predictor variables (perceptual orientation: field independence-dependence, and personality type: extraversion-introversion) and treatment effects as shown by the criterion variables.

Ryan, Charles W.; and Others. THE EVALUATION OF AN INSTRUMENT TO MEASURE COUNSELOR EFFECTIVENESS. Measurement and Evaluation in Guidance, 1970, 3(2), 119-123.

Techniques for evaluating counselor effectiveness have been less than definitive in the past, and the profession has need for a scientific method of measuring counselor effectiveness. Results are reported of research conducted to determine the reliability of the Kelz Rating Scale for rating counselor effectiveness with noncoached clients.

70-5315 Sievers, Farrell Patrick. A STUDY OF VARIABLES DIFFERENTIATING COUNSELORS: University of South Dakota, 1969, 3740-3741A.

The purpose of this study was to determine if a personality profile, a level of anxiety, and fluctuation of anxiety could differentiate counselors deemed effective and ineffective. More specifically, the aim of this research was to assess for similarity the personaltiy profiles, the levels of anxiety, and the fluctuation of anxiety of counselor candidates adjudged effective and ineffective in relation to a criterion instrument, the Counselor Behavior Checklist.

CG 003 087 Whitley, A. Dan A BEHAVIORIST'S INTERACTION ANALYSIS: THE CLASSROOM OBSERVATION SCHEDULE. Springfield: Illinois State Office of the Superintendent of Public Instruction, Department of Pupil Personnel Services, 1969.

The presentation was given at a Pupil Personnel Service seminar to familiarize the conference participants with the techniques used by a behaviorist when he consults with a teacher using a classroom observational schedule. The report is divided into three parts: (1) method employed (subjects and setting apparatus, training children, instruction to volunteer teacher, video taping instruction, experimental conditions, observational schedule, intra-team reliability, graphing data, analysis of specific trial); (2) the results; (3) a discussion. The author suggests that the objectives of counseling services should be to change human behavior, not analyze it and to assess its outcome.

V. Trend Analysis:

Individuals are always interested in investigating themselves and their colleagues and counselors are no exception as this area dealing with Counselor Behavior and Characteristics is one of the largest areas in terms of number of documents. In addition the largest category of documents in this area is concerned with counselor characteristics.

These documents are illustrative of a continued interest in measuring, assessing and reviewing the "makeup" of counselors. Scales such as the MMPI, the 16 PF, and the EPPS are used to investigate counselors. Their creative ability, social mobility and empathy is also assessed. The significance of this continued and "heavy" emphasis in questionable as it appears that little has been done to transpose it into data which can be applied to counselor selection. At best the majority of the studies provide interesting data rather than critical research and will no doubt continue to be generated.

The category concerned with the observation and measurement of counselor behavior differs from others which may sound parallel in that it deals with actual observational and measurement techniques. The importance of the use and construction of observational and other techniques is that they will provide for objective means of measuring such things as counselor effectiveness and performance. Indeed this type of hard research and analysis is important and necessary. For this reason we may consider this as an important focus of interest.

Unfortunately not much appears here in regards to the behavior or investigation of the behavior of counselors in regards to concerns and foci of current society and specific types of clients. Perhaps this type of material has been documented elsewhere but if not it appears to be a regrettable omission.

A third area worthy of note is Counselor-Client Matching. Many of these documents look at the congruence between counselors and their clients

in terms of personal attributes. This appears to be related to documents in other areas which reflect on the need for counselors to experience and be cognizant of life styles of those culturally different from themselves.

VI. Implications for ERIC/CAPS:

1. Encourage research on counselor selection, counselor-client compatibility and counselor role. In terms of counselor role we mean the social role of counselors - their behavior in terms of today's society.
2. Research to investigate counselor behavior in terms of counseling goals and outcomes and counselor-client relationship needs to be encouraged especially as it concerns the culturally different individual.

AREA: Counselor Education (Supervision)

Includes supervised aspects of counselor education programs, such as practicum and field experience. Looks at counselor effectiveness as a result of specific practicum training modes.

I. Number of Documents: 21

A. Research Reports - 18

B. Review Paper - 1

C. Program Description - 2

II. Objective Description of Documents:

Within this area four specific categories of documents can be identified:

A. Programmatic Aspects (4) - Deals with programmatic aspects of supervised experience. Investigates the use of practicums, goals, status, etc.

B. Techniques (7) - Deals with specific techniques used in counselor training practicums.

C. Attitudes (1) - Concerned with attitude change as a result of practicum.

D. Supervision (8) - Concerned with the nature of the supervisory activity. Looks at the effects of specific supervisory style (responses, reinforcement) and personality on counselor trainees.

III. Significant Documents:

ED 034 214 Ryan, T. Antoinette; and Others. COMMITMENT TO ACTION IN SUPERVISION: REPORT OF A NATIONAL SURVEY BY ACES COMMITTEE ON COUNSELOR EFFECTIVENESS. Association for Counselor Education and Supervision, 1969. MF-$0.65 HC-$6.58 106p.

Coordination of counselor education and supervision is one of the major issues demanding immediate attention. Various background aspects are discussed: (1) the need for counseling supervision; (2) the function of counseling supervision; (3) the goals of supervision; (4) the status of supervision; and (5) the purposes of this study. Included in this last point are the congruence of supervision in practice now and the ideal; and the articulation between supervision in counseling preparation and on-the-job counseling. While much has been written on supervision, there is little agreement on function and technique. Various research studies are cited. Instruments were developed by a Committee on Counselor Effectiveness and sent to 2,000 members of the Association of Counselor Education and Supervision. Of the 2,000 sent, 613 were returned. After analyzing the data, six recommendations were presented, including: (1) the qualifications of supervision competencies be made more explicit and (2) that supervisors be required to have training in supervision. Complete data is included, as well as bibliographies at the end of each section.

Although the number of returned questionnaries was small this in no way diminished the scope and content of this document. It is an excellent source for one interested in supervision.

III. Important Documents:

Miller, C. Dean; and Others. MICRO-COUNSELING: AN EXPERIEMENTAL STUDY OF PRE-PRACTICUM TRAINING IN COMMUNICATING TEST RESULTS. Counselor Education and Supervision, 1970, 9(3), 171-177.

While client ratings of the experimental and control groups did not differ significantly, judge ratings and changes in client pretest and posttest attitude scores were statistically significant.

ED 050 518 Simsoro, David A. PERCEPTIONS OF INTERVIEW BEHAVIOR AND RELATIONSHIPS IN COUNSELING SUPERVISION. Lexington: Kentucky University, 1970. MF-$0.65 HC-$3.29 13p.

This research explores possible connections between supervisory activity and the quality of the supervisory relationship. An effort was made to answer the following three questions: (1) What is the nature of the perceived interview behavior between supervisor and trainee? (2) What is the nature of the perceived supervisory relationship between practicum supervisors and trainees? and (3) What relationships, if any, accrue between perception of interview behavior and the perceptions of practicum supervisors and their respective counselor trainees?

ED 041 304 Wehrly, Beatrice. DIFFERENTIATION IN PROGRAMS OF STUDY AND SUPERVISED EXPERIENCE IN ELEMENTARY SCHOOL COUNSELOR PREPARATION PROGRAMS IN THE UNITED STATES. Macomb: Western Illinois University, 1970. MF-$0.65 HC-$3.29 21p.

Programs for the preparation of elementary school counselors are studies from two aspects: (1) their differentiation from secondary counselor programs; and (2) their comparison with the standards proposed by the Association for Counselor Education and Supervision.

V. Trend Analysis:

It is difficult to perceive either a trend or an emerging trend in this area. No one category shows an extremely large cohesive body of data. Many of the documents investigate very specific procedures utilized in a practicum or "practicum-like" setting and look at how these procedures affect counselor response and performance. Many of the documents which look at the nature of the supervisory activity provide interesting ideas and data regarding supervision as well as the dynamics of interpersonal relationships.

VI. Implications for ERIC/CAPS:

1. It would be interesting and probably worthwhile to be able to get a closer look at the "manner" in which supervised activities are conducted. The techniques and practices used, the organizational and administrative aspects as well as the research being conducted are areas which could be explored.
2. What is meant by counselor effectiveness? Can this "term" be operationalized so as to benefit those in counselor education and training situations.

AREA: Counselor Education (Procedure)

These documents deal with specific procedures involved in counselor education which are neither basically supervisory or didactic. Includes discussions of such procedures as group work, simulation and computer approaches.

I. Number of Documents: 18

A. Position Paper, Theoretical Statement, Model - 1

B. Research Report - 12

C. Review Paper - 2

D. Program Description - 3

II. Objective Description of Documents:

Documents concerned with procedures used in counselor education can be divided into four categories.

A. Simulation Experiences (6) - These documents are concerned with the use of simulation as a technique for training counselors. Most of the activities are centered around the practicum and provide simulated counseling interviews.

B. Systems Design (2) - These documents are concerned with the sequential and procedural arrangement of counselor training programs.

C. Microcounseling (4) - These documents are concerned with effect microcounseling experiences have on the skill development of counselor trainees.

D. Group Experiences (6) - These documents discuss and investigate the utilization of encounter and marathon groups in counselor

education as well as the use of sensitivity training and group process experiences.

III. Significant Documents:

70-4849 Brady, Thomas Frank. THE EFFECTS OF SHORT-TERM MICRO-COUNSELING TRAINING. Arizona State University, 1969, 3715-3716A.

The purpose of this investigation was to assess the effectiveness of a short-term microcounseling training program in the development of two specific counseling skills for groups of prepracticum counselor trainees. The criterion measures employed were the affective and understanding dimensions of the Counselor Verbal Response Scale (CVRS) and the Truax Accurate Empathy Scale (TAES).

A post-test, delayed post-test design was utilized. A one-way analysis of variance was used to analyze the data on both criterion measures. Significant differences at the .05 level of confidence were sought between the groups on the criterion measures. The microcounseling treatment consisted of five distinct phases: (1) Microcounseling Video Taping; (2) Didactic Presentation; (3) Video Tape Models; (4) Microcounseling Feedback; and (5) Role Playing.

Statistical analysis of the data indicated that significant differences on the affective and understanding dimensions of the CVRS existed on both the post test and delayed post test observations. Similar differences were found on the TAES.

The conclusions resulting from this study were relevant only to the effect of the entire treatment and not to any single phase of the experimental

procedures. The statistical analyses of the experiment indicated the usefulness of exposing counselor trainees to the methods and procedures of the microcounseling model. Specific counseling skills were identified and were operationalized sufficiently to be taught to a population of counselor trainees.

The evidence derived from the results of the study indicated that the treatment group did significantly improve in their ability to respond in an affective-understanding manner. Further, the significant changes were maintained over a one-week period of time as measured by the delayed post test. These significant findings confirm the effectiveness of the microcounseling model and, as such, have important implications for counselor education.

Microcounseling as a counselor education procedure has been receiving a good deal of interest. This study has evaluated its effectiveness as a teaching procedure and the results are promising. Perhaps continued studies of this type will continue to validate this as a procedure which produces measurable positive growth in counselor trainees at a practicum or prepracticum level.

IV. Important Documents:

Eisenberg, Sheldon; Delaney, Daniel J. USING VIDEO SIMULATION OF COUNSELING FOR TRAINING COUNSELORS. Journal Counseling Psychology, 1970, 17(1), 15-19.

Several procedures were compared to test effectiveness of counselor tacting response lead CTRL for Ss (trainees in counseling). These were: presentation of a model, systematic reinforcement, and a combination

of both. The finding was that modeling procedures had the greatest effect on Ss' use of CTRL to clients on video tape.

Gysbers, Norman C.; Moore, Earl J. USING SIMULATION TECHNIQUES IN THE COUNSELING PRACTICUM. Counselor Education and Supervision, 1970, 9(4), 277-284.

Simulation offers an opportunity to provide specific training emphases while offering a way of providing a wide range of counseling and guidance experiences not easily obtainable under regular practicum conditions. Specific examples are described. Practicing counselors, state department personnel, doctoral students, and counselor education faculty should participate in simulation activities to gain an appreciation of current trends in counselor education.

Thoreson, Carl E. THE SYSTEMS APPROACH AND COUNSELOR EDUCATION: BASIC FEATURES AND IMPLICATIONS. Counselor Education and Supervision, 1969, 9(1), 3-15.

Argues that automation offers promise for more effective counselor preparation through combining specific training components to produce outcomes stated in terms of trainee performance.

V. Trend Analysis:

The small number of documents (18) which comprise this area is disappointing as well as surprising. It would be hoped that counselor educators would be more inclined to write up and present any innovative or exciting procedures they have used, are using or are proposing to use. Unless this type of work is made generally available much of its potential import is lost.

Microcounseling is an approach which has received quite a bit of interest in the last few years. The use of short term microcounseling experiences to develop specific skills have been found useful. The small number of documents in this category, however, precludes further exploration at this point.

Simulation techniques can and should receive greater emphasis. It appears quite certain that simulated experiences involving video tape and coached clients are being used and have been found to be beneficial. Other uses of simulation are doubtlessly being made as current writings in books and special pamphlets not covered in this review indicate an increased interest in the use of simulation.

Once again we would like to repeat that it is unfortunate that more of consequence can not be written about this area without going far afield from the documents contained within this area, however, that is not consistent with the parameters of this report.

VI. Implications for ERIC/CAPS:

1. Continue to revise and update RICH if initial estimates of its worth and use indicate that this is an advisable step. If new and innovative procedures are not being "written up" this is one way to encourage dissemination.
2. Using some of the data obtained by Juliet Miller's doctoral research to request specific write-ups of innovative programs and techniques used in Counselor Education Programs. This could take the form of a monograph.

3. Have a "writers corner" or something akin in CAPS Capsule or future newsletter for highlighting special types of interests.

HOW TO ORDER MASTERS THESES AND DISSERTATIONS

Order by publication number and author's name and specify kind of copy (microfilm or xerography) wanted. Some illustrations cannot be reproduced satisfactorily by xerography. You may obtain silver prints (photographs) of the pictures for 50 cents each and have these tipped into your xerographic copy or you can obtain a positive microfilm copy. Please order indicating your preference for xerography with silver prints or a positive microfilm copy.

Send order to:

University Microfilms
A Xerox Company
Dissertation Copies Post Office Box 1764
Ann Arbor, Mi. 48106

Standard charge for any microfilm order is $4.00; and for xerography, $10.00, plus shipping and handling charges and any applicable taxes.

All prices subject to change without notice.

LEASCO INFORMATION PRODUCTS, INC.

4827 Rugby Avenue, Bethesda, Md. 20014

ERIC REPORTS

ORDER BLANK

BILL TO:

SHIP TO:

PURCHASE ORDER NO._____

MATERIAL REQUESTED

ITEM	DOC ED #	# COPIES MF	# COPIES HC	UNIT PRICE	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

☐ TAX EXEMPT #	SUB-TOTAL	
☐ DEPOSIT ACCT. #	TAX	
☐ CHARGE (OVER $10.00)		
☐ CHECK #	TOTAL	

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly. *Complete ordering instructions follow:*

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order document by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies; use HC space for hard copy (Xerox). *Check RIE for availability of document in MF and HC.*

4. Include unit price from the rate schedule. (Refer to price schedule on back.) Prices published in RIE through April 1, 1971 are incorrect. Consult May 1971 and later issues for correct pricing.

5. Extend number of copies and unit price for total price for each title.

6. Add items 1 through 15 and insert amount in "Sub-Total" box.

7. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

8. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

9. Indicate payment method desired. Payment must accompany all orders of $10.00 or less.

10. SIGN AUTHORIZATION and date order.

11. Include only 15 titles per form. Complete and sign additional forms if required.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____

TITLE OR DEPT._____

Microfiche Copy - Each Title		.65
Hard Copy - Each Title by 100 Page Increments		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 1-100 page Increment		3.29

TERMS AND CONDITIONS

1. TERM OF CONTRACT

This order is not subject to cancellation.

2. PRICE CHANGES

Leasco Information Products Inc. (LIPCO) may at any time increase the price of any item by giving the customer thirty (30) days notice that there will be an increase. LIPCO will notify Customer of the amount of the increase not less than ten (10) days prior to the effective date. If the increase is not acceptable, Customer must terminate the affected portion of this Agreement notifying LIPCO prior to the effective date of the increase. If Customer does not so notify LIPCO the increase shall be deemed accepted and shall govern all shipments from the effective date.

3. SUBSCRIPTION PRICE AND PAYMENT

The Subscription Price paid by the standing order and special collection customers is based upon an estimate of the number of microfiche to be delivered to the Customer and the shipping cost. The Subscription Price shall be applied as a credit against the Actual Price of the microfiche. The Actual Price of the microfiche provided by LIPCO shall be determined by multiplying the actual number of microfiche delivered to the Customer by the applicable price listed in the Schedule of Prices. The Prices listed in the Schedule of Prices do not include any sales, use, excise or similar taxes which may apply to the sale of the microfiche to the Customer. The cost of such taxes, if any, shall be borne by the Customer and will be billed separately by LIPCO.

Statements will be provided periodically to inform the Customer of the number of microfiche shipped and the remaining dollar balance of the subscription.

Payment terms shall be net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

4. PROPRIETARY INFORMATION

All materials supplied hereunder are proprietary and may not be reproduced for resale without the prior written consent of LIPCO.

5. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

6. EXTENSION

The subscription packages ordered by the standing order and special collection customers shall be automatically extended at the expiration of the current designated year for successive one-year periods unless the customer shall notify LIPCO to the contrary at least 30 days prior to the commencement of each additional year.

7. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

8. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

9. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

10. DEFAULT AND WAIVER

A. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as scheduled, LIPCO may without prejudice to other remedies defer further shipments until the default is corrected or terminate this Agreement.

B. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

11. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.